**Learning Walls**

BLM 5.1

*Managed well, it [a display or learning wall] can create a climate where students feel valued, nurtured and can achieve beyond their potential. (Andrew-Power & Gormley, 2007)*

*At school, only the quality of teacher is a greater determinant of student success than the environment. Environments can be nourishing or toxic, supportive or draining. Environments are never neutral … (Jensen, 2003)*

**Learning walls are the intentional and purposeful display of meaningful material designed and arranged to improve student achievement.**

Learning walls can contain any number of a variety of features, but typically include the following:

* **Key Learnings**

e.g. Learning Outcomes/Goals, Must/Should/Could

* **Success Criteria**

e.g. Checking My Understanding, How I Know I’ve learned, I am beginning to understand \_\_\_\_\_\_\_\_\_\_\_\_ if I …, I am developing a deeper understanding of \_\_\_\_\_\_\_\_\_\_\_\_ if I …, I am refining my understanding of \_\_\_\_\_\_\_\_\_\_\_\_ if I …

* **Student Work**

e.g. anchor charts, WALT (We Are Learning To…)

* **Things I Need to Remember**

e.g. Word Wall, Formulas, Graphs, Charts, Diagrams

* **Key Assessment Questions**

e.g. types of problems, problems to practise

[students can post questions on sticky notes]

Lingering Wonderings…

**Sample Learning Wall Unit Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Key Learnings

Student Work Samples

We are learning to…

Key Assessment Questions

How will I know that I’ve learned?

1.

2.

3.

etc.

1.

2.

3.

etc.

[samples of student work to illustrate

key ideas and concepts]

[cards containing practise problems with

student solutions on the back]

[concise, in student language; could include notes taken during the unit.]

[statements of self assessment]

Things I Need to Remember

[vocabulary or formula cards with student-made definitions or Frayer models] on the back]

On Display: Wall-to-Wall Learning, Curriculum Briefing, Vol. 5, No. 2, 2007, London, GB. Kirstie Andrew-Power from the Specialist Schools and Academies Trust and Charlotte Gormley from The Compton School show how putting display on the school agenda can support the ethos of the school, teaching, learning and achievement. They model examples to help schools do this in a variety of creative ways. [*www.teachingexpertise.com/files/Wall%20displays.pdf*](www.teachingexpertise.com/files/Wall%20displays.pdf)